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# THE SCHOOL JOURNAL

# A Weekly Journal of Education.

Vol. LXVI.

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#### The Value of Education.

By SUPT. CHARLES W. DEANE, Bridgeport, Conn.

The age is practical. The question of value confronts us on every hand. All agree in the opinion that educa-tion is profitable, but very different ideas prevail as to the kind of training that is most desirable. The young person who has just attained some measure of learning adopts the notion of its worth as a matter of course and not usually from any thoughtful consideration. At the time of beginning his study he had no other thought than to follow the directions of his elders. It may be well, therefore, for the benefit of those who are to guide the education of the young, to discuss briefly some points of view from which an education is accounted valuable. The values usually ascribed to study are three: utility, discipline, and pleasure or satisfaction.

The first value, utility, is estimated by the direct use that can be made of the knowledge or the skill acquired. To this end certain studies have been selected and emphasized because of their practical application to every-day affairs. The common English branches pursued in our grade schools are generally accepted as belonging to this class, and, from this point of view, commercial courses and technical courses have become popular. The attainment of skill in some one direction has come to displace

the pursuit of a more liberal education.

The second value, discipline, is the ground for the study of many subjects, about which the short-sighted person is apt to ask, "What's the use?" "What's the use of studying Greek?" "What's the use of studying Latin or algebra?" We hear a successful business man say: "In all my business career I have never met a single case to which I could apply my knowledge of algebra." Yet that same man doubtless owes his success in life very largely to the training that was given and the mental fiber that was developed thru this and other disciplinary

Were a course of study submitted to the criticism of those who judge from the standpoint of immediate utility, and were it shorn of every topic that would not minister to this end; were even such an acknowledged utilitarian branch of study as arithmetic subjected to this same process of elimination we would be astonished at the little that would be left for the student to learn. On the other hand, when we examine such a course of study as that which the ordinary high school maintains, and consider the vocations upon which its graduates are likely to enter, we are equally impressed by the mass of material, which, so far as we can see, has no direct application to the work to be done. Yet everyone recognizes that the person who has thoroly completed such a course has developed mental acumen and strength that could have been acquired in no other way. In the last analysis, all education is utilitarian, and that which results in general intellectual power is the most useful of all. One so trained may be surpassed at first by the technically skilled in some narrow line, but he will be found to possess ability and adaptability, and will ultimately fill a much larger place in the world's economy. The acquisition of skill, desirable as it may be for the immediate earning of a livelihood, is not education; it is a mere incident to ed-

The third value, pleasure or satisfaction, is the ground for the pursuit of those branches of study that minister to the æsthetic or the culture side of life. Thru this

kind of study we find our highest enjoyments. The appeal is not to the intellect alone, but to the emotions and appetences. Many of these subjects possess utilitarian and disciplinary values in large measure, but they are peculiarly conducive to the cultivation of taste and the enrichment of character.

Education has a fourth value which is likely to be While it may be implied and suggested by those already mentioned, to my mind it is greater than any of them and more than all of them. I refer to its value in bringing the individual into touch with the life of the world. Education has been defined as a training that fits one to his environment. Accordingly, the best technical education for the farmer is that which best fits him for the environment of the farm; that for the business man, to the environment of the factory, the office, or the store; that for the professional man, to the peculiar problems of his calling. This fitting to environment is thus most often a matter of adjustment of the individual to never changing conditions, when it should be the adjustment of surroundings and circumstances to the thought and direction of strong and effective individuals. Environment is more than profession or business; it is life itself in all its varying phases and conditions. A man is not called to be a mere man of business; it is his privilege, thru extended education and development, to partake of life in its highest attainments and its loftiest aspirations; in its keenest insight and its farthest reach; in its strongest grasp and its widest sweep. That education is then most broad and liberal that fits to the largest environment, the largest life. We are placed in this world, not only to earn a living, but to live. If one would live, in the richest sense, he must attain the knowledge and with it the power that will relate him to life in its most generous aspects. To these life relations school training is but an introduction, from which every year should find one with horizon widened, more and more of life's problems mastered, life's conquests made.

# The Irish on Hand and Eye Training.

According to the National Teacher and Irish Educational Journal, hand and eye training is a subject which is regarded in Ireland with little favor. The editor of this educational publication avers that, of a thousand principals and teachers he has interviewed, only one has expressed any other opinion than that hand and eye training is nothing but a waste of time and money. editor said: "Amongst all honest teachers and inspectors there is but one opinion with regard to the subject of 'Hand and Eye Training.' That opinion is, that the time devoted to this subject is practically so much time wasted. Everybody who knows anything of the primary schools of this country, who knows anything of the subject of so-called hand and eye training, who is honest enough to express his real opinion, will be prepared to denounce in the strongest manner the introduction of this system as an obligatory subject in the national

A considerable number of the inspectors are said to assert that they have failed to observe any increased intelligence on the part of the pupils from the "manual training fad." Many of them attribute the enormous falling away in the attendance, which has occurred in the schools of Ireland, to this "unfortunate fad."

## School Economics. III.

#### The Text-Book.

By WILLIAM P. EVANS, St. Louis.

The teacher's work in earliest times was to pass on to the next generation the traditions and songs of the past. It was his duty to preserve and transmit to posterity the thought and discoveries of the age. He gradually acquired the ability to represent by characters the doings of the heroes and the beneficence and terrors of the surrounding powers. Thus in the earliest stages his work was oral, but in the course of time he called in the aid of representation by pictures and symbols. At first the symbols gave almost as much trouble in their interpretation as original investigation, thus forestalling the obscurity of some modern writers of poetry. Eventually the symbols became conventionalized and then writing was possible.

During the long period in which writing was the vehicle of thought, the necessity for the teacher and the pupil to be copyists continued. The scarcity of copies of the text forced them to restrict their energies into narrow channels. Interpretation was largely by word of mouth. Books about books could be undertaken only when the demand was very urgent and after long discussion and mature reflection. Naturally the mortality among productions would be very great in infancy and only those of pronounced merit and popularity would find copyists willing to assist in perpetuating them.

#### The Gift of Printing.

The first revolution in the teacher's vocation occurred in the separation of his duties from those of the priest. The second came from the introduction of printing. He no longer needed to prepare his own texts, and free from this drudgery could give his mind more to the thought contained in them. Soon commentaries began to appear and the modern system has been elaborated. This freedom has been of great benefit in turning the mind from the letter to the spirit of the contents. The medieval learning had degenerated into a kind of in and in breeding. The yoke of the past lay heavy upon the minds of teacher and taught.

The constant effort to reproduce the exact thought and context had squeezed out all originality and almost all thought of it. The past was more and more venerated and the present thought was ignored and even despised. The common result of inbreeding showed itself, and the very fiber of thought was so weakened that original research became nearly extinct.

Printing changed all this at once. The old fetters were thrown off and men hastened to try their newly enfranchised powers. Learning became almost immediately the pleasure and recreation of the many. What had been limited to the cloister quickly spread to the palace, the castle, the home, and even to the hut. The teacher came into vogue and has come to be very much abroad in the land.

While this change has been of profound benefit and has made it possible for learning to become widespread and almost as free as air, there is yet one slight regret for the good old times. When a learner was required to compare manuscripts and from their critical study copy for himself the works he would have, he must have mastered the thing in hand. There was surely a definiteness about his information inspiring to think of. True this certainty was about a dead thing. Still it must be confessed that rarely does any approach to this condition now exist. Our present system does not limit pupils to this sole excellence, neither does it favor it.

#### The Underlying Aim.

The teacher's vocation is to fit pupils for their future life. This has been beautifully said by many wise men in their own peculiar ways. The various definitions have hinged mainly on sidelights on "fit," "future," and "life" as used above. No definition of them is here at-

tempted, as each teacher will read into the terms his own personality. This is what has been done by every man who has defined them.

To accomplish this end the pupil must know the past in order to understand the present. The knowledge of the past is chiefly stored in books. Traditions once held what now comes best from books. The printed page tells accurately and quickly what once was learned slowly and inaccurately by word of mouth. Books, then, are the tools for the school-room.

A great teacher had no books for his school and could get none. He made a virtue of necessity and said he wanted none and could get along better without them. Since they were so high they must be sour. Those who had books discarded them, thinking they could do better without them. Of this they were perhaps the best judges, but how about the children? The teacher's duty is to help children to help themselves. The pupils must learn to stand alone and to strike out. The mother-bird is said to push from the nest her too timid young. The teacher should prepare his charges for flight carefully and then remove the perch.

and then remove the perch.

The parallel to the bird may go too far. The bird flies, sings, and builds his nest just as his ancestors did. If this were all that man need do, word of mouth teaching, tradition, would be enough. But man is a discontented animal. He reaches out after something new. Hence, he continually digs in the past to attain more in the future. He lives in a region of thought, and this is

stored in books.

The multitude of books has led some worthy people astray. They have become bewildered in the maze and are even taking a stand against them. Starting with the belief that books were a good thing they have taken everything at hand without regard to their powers of digestion. Hence comes the dyspepsia that rejects everything printed. For these people to declare that books are an evil is as logical as for one with deranged physical system to eschew all food. The difficulty in each case has been in the choice of regimen. Here comes in the teacher's opportunity. He must teach principles of selec-

The intellectual appetite may be cultivated or debauched as truly as any other. There are far more book inebriates than any other kind, and who will say that the injury is less than in the physical world? Library statistics will satisfy any doubter of this truth. The discussion of the proper use of books is very fruitful and interesting, but it is another story. Those teachers who are interested in the principles underlying the selection of books will find them admirably discussed by Mr. Arlo Bates in his "Talks on Literature."

The teacher must know books and be an expert in their choice. He finds their multitude bewildering, and the more conscientious he is the harder is this part of his duty. A safe method of procedure is to decide to get along with a knowledge of some of the best. He will then find his task much simplified, as no one can know all the good books. The necessity for this line of inquiry has been admitted in the last few years for the first time, but all thoughtful teachers see it now and are giving it their attention.

#### Use of Text-Books.

There are some things that need to be said about the immediate school books. Few teachers in these days lay great stress upon their usefulness in themselves. They are chiefly of use as an introduction to the larger mass not in the school-room. For this end they are well-nigh indispensable, and certain principles should regulate their use. The teacher's handling of them must be free, forcible, and familiar.

The successful teacher is not a slave of any set form of knowledge or manner of imparting it. He is an eclectic. He knows that no author has told all the truth and that no royal road to learning has been found. No author can keep his mind open to all the avenues and all have biases that inevitably creep out.

The teacher correlates a number of good authors and avoids these dangers. This can be done without going to the opposite extreme of trying to teach by all and teaching none. The chosen text furnishes the base to be embellished by research in other safe fields.

The teacher will also shun the evil of adopting some device for instructing, and after working it out proclaim the structure complete. Treated so, a device becomes a fetter and retards instead of hastening. The wise teacher has not one but many devices. He chooses such as are of service to him and has them ready to vary the program, and thus enlivens what might become formal and

A part of the training of every teacher should be in illustration by drawing and story. In no other way can force be given to the work so well. No one should be chosen to teach who cannot tell a story or simply illustrate on the blackboard necessary details. A teacher must be able to tell a thing in attractive style. Who has not seen an interesting situation deadened by a dry narrative? One will tell of a cyclone witnessed, without attracting attention; another will, in describing a summer shower, arouse interest. All cannot be geniuses, but this power of being interesting can be cultivated and nothing else is of such supreme importance. A hopelessly commonplace person can not be a teacher in the true sense.

A large number of people advocate changing the old stories to fit them for children. Some of the best literary material handed down from time immemorial, needs They would substitute a sort of pruning, they say. namby-pamby, milk-and-water composition. The proper remedy for obsolete ethics is a forceful teacher. an one is not at the mercy of chance morals. He compels attention to his own point of view, while feeding the minds with strong, old literature. Shall the children be robbed of their birthright and have this nourishing food served up to them as hash? The fates forfend.

It will be admitted, then, that force in the teacher's use of the texts is a requisite, as well as freedom. These virtues would lose much of their value, unless accompanied by familiarity. A sympathetic touch is needed. No one can teach well who cannot understand the pupil's difficulties. From the known to the unknown seems simple, but who knows what is known? Certainly not all who are trying to teach. Probably no one can know what all the pupils know all the time, but this must be approximated. Sympathy will do much here.

The teacher must get down to the everyday life of the pupils. Even when this cannot be done the children will appreciate the effort, if sincere, and will reciprocate. Every teacher has heard the little chuckle of satisfaction when he has shown by some simple turn of speech or manner that his experience has run along lines similar to those of his pupils. There is quite a gulf of awe separating the teacher's real or supposed learning from theirs. This needs bridging, and sympathy will do it.

The teacher easily acquires this sympathetic touch when young, and the memory of it may do much when the habits have been set by years. No one is old while the heart is young and perhaps when it is old one ceases to teach in the true sense. Certainly impatience and precipitation in dealing with the pupils' difficulties give a stamp of inefficiency to the teacher's work that cannot be gainsaid. be familiar. The teacher's manner with the text must The pupil must recognize the home sound and this voice of love will call him up to his best endeavor.

## COP ON

Bright London School Boys. Question.-Name six animals peculiar to the Arctic regions.

Answer. - Three bears and three seals.

Question. - What was the cause of the English Reforma-

Answer.—The Pope insisted that Henry the Eighth should employ massage for the dead.

## Tin Gods.

By SUPT. F. W. COOLEY, Evansille, Ind.

A tin god is anything of comparative insignificance, but which is given undue prominence. It is a "hobby" which one rides continually, but which carries the rider to no particular place. The worship of tin gods is harmful because it is a false worship, and crowds out of the mind other things which would be, if given an opportu-nity, a source of strength, and which might lead to growth and progress. The presence of tin gods blinds the vision, deceives the worshiper, and dwarfs the

Tin gods are not confined to the teaching profession. They may be found in all professions—in all walks of life. Indeed few individuals are without them, and no one, without a critical search of self, should imagine himself exempt.

Among teachers, the most prominent tin gods are:

1. Scholarship earned at the normal school, college, or university. Some people worship learning acquired under these conditions to such an extent that they grow to think that there can be no scholarship worthy the name unless it be associated with some institution of learning, and often it is a particular institution. Institutions of learning are helpful, and almost always necessary, and some far exceed others in their usefulness, but the tin god notion is that learning and the place of understanding can be found nowhere outside the walls of an institution devoted to this purpose. Some of the brightest minds--some of the best posted people--some of the most scholarly persons, have never seen the inside of a university.

2. The degree fashion is another tin god. Degrees are desirable, and it is a worthy ambition that prompts a person to go thru learning's maze in order to secure a degree, provided scholarship, culture, and mental power are the ends sought, and not the degree; also provided the attainment of the degree is not the end of research, of study, of progress, and growth. The false idea is that a degree is an indication that the end has been reached, and that there is henceforth to be a cessation of effort. The following expresses the idea in mind:

I sing of a man called John Smith

I sing of a man called John Smith—
A name many people are satisfied with—
But he wanted, you see,
A quite modest degree,
So he sat in the shade of a college tree,
And he came back, John Smith, A.B., D.D., Ph.D., LL.D.

"Alas!" sighed poor Smith, "I can see nothing more
In the line of degrees. My ambition is o'er."
But the public, in glee,
Made a quick repartee,
And tied to the East of his latest degree
A very suggestive N.G.

3. The diploma, state certificate, or even the third grade license are often tin gods that block further progress on the part of many young men and young women.

4. Conscientiousness is sometimes converted into a tin This is usually overlaid with gold leaf-possibly it may be simply washed with a very dilute solution of gold, or it may be that the tin is so highly polished as to dazzle the eye of the worshiper, who imagines that by paying homage to it the very truest service is being ren-

Conscientiousness is desirable, but it should not be one's whole stock in trade, for such an one whose mind is constantly centered on self is usually dead to all other considerations, and commits a thousand errors, if not sins, while bending before this god. Some people stand so straight that they bend backward. It is quite noticeable that the worshiper of this tin god will often bear watching when the real things of life press upon him. Like the man who places himself upon the house top and cries to every passer by-"Behold an honest man!

the world rightly watches that fellow when he descends.

5. False dignity is another tin god. I am inclined to elieve that this god is more often found among teach-

ers than in any other walk of life. False dignity, among teachers, is often assumed in order to impress the young with the importance of position, of learning, of power, and of authority. Does anyone think the youngster is deceived? His eye readily penetrates the gauze. would be far better to be our own "sweet selves"—to use the powers we have, and seek to strengthen them by proper exercise, than to assume that which we do not possess.

6. The tin god of "personal rights" is often found among teachers. This idea seems to fill the whole mental horizon of some teachers,-"This is my right, and shall I not maintain it? This is my just due, and shall I not demand it? This is my exclusive privilege, and shall I not exercise it?" This is one of the tinniest of tin gods, and the homage payer's strongest characteris-

tic is disagreeableness.

7. People who are known as policy people are worshipers of a tin god. Such people pride themselves on never committing themselves—on never being found positively or negatively anywhere. They seem to think that there is a peculiar virtue in being everlastingly upon the fence. They pride themselves that they never offend -forgetting that they are never of any service to them-selves or to the world. Such stand idly all day in the vineyard, not because no man hath hired them, but because their own eyes being centered upon this tin-god-policy—they occupy all their time exclaiming to them-selves—"What can I best afford not to do? What will the world say? What will my friends think? What will my enemies do? How can I avoid brushing against this influence? How can I shield myself? How can I be all things to all men?" Such people have no real value anywhere—friends cannot count on them, and enemies neither respect nor fear them. They often pride themselves that they do no wrong—it is a half truth that the man on the fence can commit no sin. Well may it be said to all people on the fence, "Get positively somewhere—get off the fence—fall off if necessary, it matters not which side, only so you move definitely and positively somewhere, so that your friends may know where to find you." If you find yourselves in the wrong field, and in the wrong company, the exertion necessary to move you from the zero position will put sufficient life into your paralyzed limbs to enable you to move to a more desirable position.

8. Method is sometimes a tin god-this is true when a teacher becomes tied to a certain, fixed method, to the exclusion of all others. Method is but a device, a way of doing a thing. Methods vary-principles never.

tie to one method is to worship a tin god.

9. A compliment often becomes a tin god. Many teachers cease to grow because some one, at some time, told them they were good teachers, and for years they have been giving this notion too prominent a place in their mind and heart, to the exclusion of all possibilities

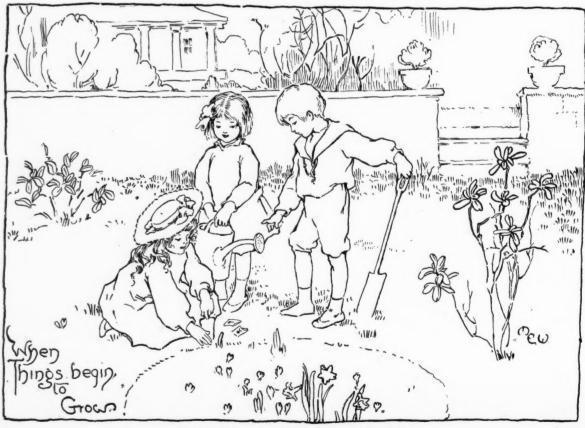
of growth.

Tin god worship is so deceptive; it is such a snare that it may well employ the attention of us all in order that we may be certain that we are not in this company of worshipers. To all tin god worshipers there will, doubtless, come a time of awakening-a time when there will be a realization of the barrenness of such worship.

"Pleasant it is for little tin gods,
When great Jove nods:
But little tin gods make their little mistakes,
In missing the hour when great Jove wakes."

What is to be done? What is the remedy? Study self in the first person, singular number. Destroy the foundations upon which rest all tin gods. These are selfishness, love of praise, narrowness-possibly bigotry, lack of ambition-shortsightedness.

Having destroyed these, erect a new temple-an educational temple. Enthrone within a god worthy to be worshiped—an ideal based upon human sympathy, deep as hope, and as far reaching as the supreme aspirations of the soul. This ideal should not be a vague, intangible notion-a mere abstraction, but an idea individualizedconcreted, and lodged in the life of certain, definite individuals. For only when such a notion becomes the



Blackboard Design for April. Margaret Ely Webb.

supreme force in a human life can there be such a thing as an ideal.

The first condition of success in education is the formation of distinct ideas of what it is to educate—what it is to teach—what should be done, not for children in the abstract, but for this particular school, and for these particular individuals present now. The ideal is always unattainable, but it is approachable, and no work, worthy of consideration, is possible without clear ideals, and positive efforts towards their realization.

This ideal school, then, concreted in the living, human beings that compose every school, may well be substituted for the tin gods too often found in learning's

temple.

"What can I do that will be most helpful to these children" should be the oft repeated inquiry of every teacher. The answer in brief is, love them, be interested in them, have faith in them, and then wait patiently until they find themselves. This finding of self is all-important.

Too often over learning's door, in letters intelligible to the youngest child, is written "Abandon hope, who enters here." It is your duty and mine—more than that—it is our privilege to assist in obliterating this inscription, and by act and life, which are more potent than words—to exemplify that other thought, "Come, let us live with the children."

## Co-Education in Public Schools.\*

Extracts from the latest official report of U.S. Commissioner W.T. HARRIS.

Wilmington, Del.-Hon. Geo. W. Twitmyer (1902):

For many years the boys and girls in the grammar and in the high schools were separated; in the primary schools co-education has always existed in this city.

On the reorganization of our schools in February, 1901, the co-education plan was adopted.

A new high school on the co-education plan was established in 1901. A few of the upper classes, for convenience, are still seated in separate rooms for study, but for recitation, music, and general exercises, are all together.

The change from separate to co-education schools in 1901 caused some discussion, but the trend of opinion of teachers and parents is now decidedly in favor of the

The plan has not been in operation long enough to determine the ultimate results, but we can see gains in improved deportment, refinement of manners, easier control, better work by pupils, larger freedom, and a more homelike atmosphere. There has been little friction incident to the change, but much has been gained.

Washington; D. C.—Co-education is the general policy in the white schools of the capital city, but, owing to the location and arrangement of school-houses boys and girls are separated in a few of the grade schools. In 1891–92 less than one-eighth of the pupils were in separate schools. As regards the colored schools, Hon. G. T. Cook reported as follows:

In my opinion, a very material factor in the promotion and maintenance of good discipline in these schools is its system of co-education of the sexes, which, beginning with their establishment, has since uninterruptedly continued.

Not only in the advantages accruing to discipline, but in other respects essential to progress, has the wisdom of this co-education of the sexes been shown. Healthy competition has been stimulated and keen, active thought awakened. To the rougher nature of the boy have been imparted tone and refining influences; to the gentler nature of the girl, strength and elasticity, The enrollment of boys is less than that of girls, being about as 43 to 57. In the primary schools they are more nearly balanced

than in the grammar, in the former the ratio being about 12 to 13 and in the latter 17 to 33.

The enrollment of boys to girls is now as 44 to 56.

Louisville, Ky.-Hon. E. H. Mark (1902):

There has been a decided change during the last decade in the Louisville public schools with reference to co-education in our elementary schools. Eight years ago, when I accepted the position of superintendent of schools, all the children from the first grade thru the high schools were separated according to sex, the boys were placed on one side of the school building, known as "the boys' side," and the girls placed on the other side, known as "the girls' side." In the eight years I have been in charge I have been able to bring about a change, and now boys and girls are placed in the same room in nearly all the schools in the city. However, there has been no change so far as the high schools are concerned, the boys and girls are still taught in separate schools.

Within ten years we have had one new school estab-

Within ten years we have had one new school established, which is practically a high school, known as the Commercial school. This school is a co-educational school.

The subject of co-education, especially with reference to high and secondary schools, does not excite much discussion in this community. I think I can specifically say that the present trend of opinion on the subject, especially with the board and many of the patrons of the schools, is toward co-education. Our high schools, because they are separate, are necessarily central, compelling pupils to travel over long distances in order to reach them. There is a growing feeling that high schools should be established in various parts of the city, and that these high schools be co-educational. I sincerely hope that some action will be taken in the near future that will place our high schools nearer to the pupil population. I am certain that if we were to have high schools established in various parts of the city our high school attendance would be increased nearly one-half. A comparison of the attendance in our city with that of other cities will show that we are below cities of much smaller size.

Chicago, Ill.—Hon. E. G. Cooley writes in 1902 that there has been no change from separate to co-educational schools or the reverse during the decade, but three new high schools have been established as co-educational. He adds:

The trend of opinion on the subject favors co-education. The only separate schools which we have are the English High and Manual Training school for boys, which has been established for more than a decade, and the John Worthy school, an elementary school for the advection of delinquent boys at the city Bridewell.

the John Worthy school, an elementary school for the education of delinquent boys at the city Bridewell. St. Louis, Mo.—Hon. F. Louis Soldan, superintendent of schools in St. Louis, where co-education has long been firmly established, writes (1902):

It is my opinion that co-education is more firmly intrenched in popular favor to-day than it was twenty-five years ago.

Denver, Colo.—This city, with a population of 133,859 (1900), is divided into three school districts, each having its own superintendent. The schools, as in other Western cities, are co-educational. In answer to the inquiry of 1902, Hon. Aaron Gove, the superintendent of district No. 1, writes as follows:

In the light of my life's work I am compelled to express an opinion contrary to that held in my earlier life. I think co-education of youth in their teens is not productive of the desired results. I should not object to the assembling of both sexes under the same roof and in the same classes, under proper restrictions. I think the training and culture of that sort of education, properly governed, is good training for adult life. I do object, however, to identical courses of instruction for the sexes. I also object to an identical amount of time for both sexes. The girls should do their school work in less time per day than the boys. This will require a longer term of years for accomplishing the average high school course. The requirements and duties of the girl

<sup>\*</sup>Continued from last week.

emand a training over and beyond that demanded for the boy. The boy fifteen years old can well afford to put in six hours a day in study and class work; his sister, fifteen years old, has duties of which he knows nothing, but which are important and which demand time for execution.

Throwing aside altogether the consideration of modified physical functions, the other duties of our young people are widely separated by sex. Practically the typical high school can have its courses so adjusted that every girl in the house can be excused at noon, the boys doing the regular afternoon's work; the girl taking six years to complete the course which the boy accomplishes in four.

The chief objection to this is not valid but popular, namely, that the woman is equal to the man, the sister equal to the brother. Therefore, she should do as much work as he in the same time, and not be discomfited by being distanced by him; while the real truth would be that she accomplished in the four years quite as much as he, and in the two years additional, even reached him in mental intellectual training.

Taken altogether, I would prefer separate high schools

Taken altogether, I would prefer separate high schools for the sexes rather than see them as they are, for many reasons, a few of which I have mentioned.

## Attitude of the Teacher.

By FLORENCE H. BEITMAN, Pennsylvania.

There is no profession that offers to anyone more advantages in the social line than the profession of teaching. I think I can truthfully say that no one can more readily make friends than the teacher if he so desires. Given a fair education, a little care in the manner of dress, and a desire to please, he can make his stay in a place a very pleasant one.

Thru all time teachers of the right kind have been honored, respected, and admired, and they will continue to receive the confidence and regard of the people if they preserve the right attitude toward the patrons, directors, and last, but not least, the pupils.

I have in mind a very bright young man who is engaged in teaching in a small town not far away. He is of a pleasing appearance and his methods in teaching are of the best, yet he is a failure as a teacher, and why? Simply because his attitude towards his patrons and his pupils is not the one to win him the esteem which should rightfully be his. Because of some mistaken idea he has come to regard as catering any attempt to win the regard of his patrons. He naturally falls into the opposite extreme of catering—an almost distinct aversion to patrons and school officers. He placed himself so thoroly at variance with his community by this course of conduct that when, at the close of his second term of teaching, he applied for the same school for the coming term the patrons rose in a body and sent a remonstrance to the directors and he was not given the position-a good teacher set aside simply because he would not unbend and try to be a little like what he should be.

At the meeting of our local institute one of the speakers cited a case which illustrates how a teacher may make his lot more pleasant by the exercise of a little tact. The case of which he spoke was as follows: In a certain village there lived an old gentleman who was known in that community as a "kicker." No matter what the village teacher did, nothing suited him, and he sometimes made it very unpleasant for the teacher, as he was an influential man. Well, a bright, cheery young lady was appointed to teach the school. She had heard of the old gentleman mentioned above and she determined that she would win his good-will. Several days after school opened, on her way to school she met the old gentleman on the sidewalk. Stopping him and smiling very sweetly she held out her hand and said, "Good-morning, I believe you are Mr.——." They shook hands very cordially, and, after a few pleasant remarks, she passed on. The old gentleman, pleased beyond measure, went home, and the first thing he said to his wife when he got into the

house was: "That Miss A——, who teaches our school, is a charming girl; why, she insisted on shaking hands with me this morning, and she has such a pleasant way about her." The old gentleman was a champion of that teacher thruout the term.

The teacher's attitude towards the patrons is of the most vital importance to his success in the school-room. If a teacher does not have the co-operation of the parents it usually is his own fault. There are few people who, when they see that a teacher is kind and patient with their children, will not appreciate his efforts. Right here let me say that if a teacher goes into a strange community and sneers at the customs of the people, finds fault with the way services are conducted, makes cutting remarks about the minister, holds aloof from the little social gatherings, and makes himself overbearing in general, he cannot expect to have the sympathy of the people of that community. He must possess a little tact and exercise it to its fullest extent if he wishes to win the co-operation of his patrons. He may not find many of his patrons congenial to him, but he can discover something worth liking in almost anyone if he tries.

It is very pleasant for a teacher to be invited to the homes of his patrons, to take tea with them, to be one at their little social gatherings, and to take part in any enterprises in that little community.

It is not only pleasant for him to do this, but it is part of his duties as teacher. He may be a power in a community and make his presence felt. Why should he be content to be a nonentity? If he is in a country community it is a little difficult sometimes to become acquainted. But if he attends church (which he should do regularly) he may meet some of his patrons there. Then he should institute Parents' days and have the pupils write neat little notes of invitation. This will seldom fail to bring out the patrons. I have found these meetings to be the source of great help and satisfaction to me in my work.

If the parents visit the school occasionally they will better understand the needs of their children and will be better able to direct them in their studies. If the teacher's attitude to the patrons is what it should be he will have no difficulty in getting the patrons to attend these meetings.

As to the teacher's attitude towards his pupils, what should it be? I cannot help thinking of one of my teachers who has now passed into the great beyond. His would be a shining example to any teacher. A captain in the Civil war, his ringing footsteps as he walked up and down thru the school-room almost seemed to show the spirit of the man. To his oldest pupils as well as to his youngest pupils he was always the courteous, well-bred gentleman. Never, in the five years I attended the school taught by him, did I see him lose his temper or forget his dignity. Always immaculate in dress, on Friday afternoons when we held our literary exercises he would make some change in his toilet and come to school at noon attired as for an "at home," with other special little attentions to his appearance, leaving us under the impression that he thought us pupils of enough importance to try to please us in this particular manner.

As a sufferer from a weak throat, some days he would have difficulty in getting thru with his classes. At such times he would sometimes stop and say: "My dear boys and girls, my throat is troubling me to-day; will you all please try to do your best so that I need do no unnecessary talking?" How we would try to do just what we thought would please him best! That one expression of his which I have quoted shows the manner in which we were ruled, not by the rod of iron, but by the magic wand of love!

Other things being equal that teacher will succeed best in the end who has a kindly look and sympathetic tone and treats his pupils with as much consideration and politeness as he would treat his respected friends in his own home; who is not afraid to say, "I beg your pardon," or "I thank you," to his pupils when occasions call for those expressions; who never forgets that his pupils have the same feelings now that they will have in after years, and

that they can feel the weight of tyranny as quickly as a

grown-up can.

If a teacher makes his pupils feel that he is interested in them and their work, and that he is their friend, it will not be long before he finds that their parents are interested in him and his work. The way to reach the parents' hearts is thru the children. A teacher cannot expect parents to be friendly to him if he is too stiff and dignified to be pleasant to his pupils when he meets them out in public. A pleasant nod and smile go a great way towards winning the regard of both parents and pupils.

Lastly, the teacher's attitude towards the trustees or directors should be one of respect and cheerful compliance with their wishes. These men are the elected representatives of the people, and, as such, deserving of special consideration. A teacher cannot expect the directors to uphold him unless he does his duty to the best of his ability and tries to be friendly and tactful toward every

## Beginning the Day Right.

By E. MAIE SEYFERT, Pennsylvania.

The success of a day's work in the school-room greatly depends on the manner in which the day's round of duties is begun. Too few teachers realize this, but when they do, they aim to make the "opening exercises" an interesting feature. I have no doubt many a child considers the first of the day's program such a bore that he does not mind being late now and then.

Greet your boys and girls with a "Good morning, boys and girls," and some pleasant remark; for instance, the outlook of a good time you expect during the day, etc., and have them respond in concert, "Good morning, Miss ——." See how their eyes will sparkle with pleasure!

Be sure to have your music and Scripture lesson carefully selected beforehand. Never use the same selections more than once a week. I find that the children greatly delight in repeating the Scripture lesson word for word after me, until, unconsciously, they have learned the ninetieth and twenty-third Psalms and the Beatitudes. Let them echo your words in any little prayer you may wish them to learn, either original or some little poem suitable as a prayer, so that when they bow their heads they do not always expect to repeat the same prayer.

I read several books to my school every session by reading a chapter every day. I take the time during the opening exercises and the boy or girl who fails to get to school in time to hear the day's portion of the story feels

greatly disappointed.

In this way tardiness has become only a case of necessity in our school. Aim at brevity and cheerfulness in all you do the first fifteen minutes of the day, and the day is sure to be well begun.

### School-Room Decoration.

By Dr. JAMES P. HANEY, Director of Manual Training, Manhattan-Bronx.

The two problems of school-room decoration are the space to be filled and the method of filling it. No decoration, however, should be undertaken apart from the purpose of educating the child. In fact, the pictures should be such as may become a part of the life possession of the child.

In the primary school building pictures should be selected showing maternal love and family affection, children and their games, animals, Madonnas, birds, and flowers. In the higher grades use can be made of prints of old masters, portraits of the nation's founders, and historical and allegorical scenes. For high schools there are in addition many reproductions of architectural subjects and pictures by old masters. Each picture must be so hung that its beauty shall be emphasized.

As reasonable consideration should be given to the decoration of the school as to its equipment in other directions. It is a good rule to regard pictures as not worth putting up in any form which are not worth proper framing.

A few practical suggestions selected from an address before the Principals' Club of New York city.

## Moguis at School.

The working of compulsory education among the Indians is well illustrated by a recent report received at the department of the interior from Clarence E. Burton, in charge of the Moqui Training school, Keams Canyon,

The report says:

Arizona. The report says:

Every Moqui child of school age on this reservation is now in the schools thereof, but thereon hangs a tale. All of the children of first and second mesas have been enrolled for nearly two years, but some of the hostile faction at Oraibi have held out against us, and many of the children were not in school, but were running naked and untrained in the village. On February 2, I determined to make an attempt to get these children. trouble has been that we would approach the village, and the people would hide their children in some underground passage where we could not find them. I took a physician along to vaccinate all the children found who needed it, as smallpox is all around us. I also took the general mechanic and the carpenter and five others. We left Keams Canyon at 1 o'clock February 2, to drive thirtyfive miles thru eight inches of snow with the thermome-ter ten degrees below zero. We had only proceeded halfway when night came on and the remainder of the way had to be made in the darkness and over an unbroken and hidden road. We finally reached Oraibi at 1 o'clock the next morning, having suffered greatly with the cold. At daybreak we went up silently to the village and began a search thru the houses for the children. As we found them we took them to a kiva near the center of the village and left them under guard of a policeman. Our diligent search was only rewarded by ten children. When we finished we proceeded to the kiva and started with the children. About fifty of the hostiles attacked us and attempted to take the children away from us. After struggling with them till we reached the edge of the mesa, where the trail descends abruptly to the school, fearing that they would crowd us over the edge to our death, I ordered the police to stand off the mob. time we had got the children started down the trail to the school. One Moqui was knocked down in the struggle, but no one was hurt in the least.

The leaders then began to parley, saying that the missionaries had told them that we had no right to take children without their consent; that the law did not give us the right; that the missionaries had read them the Commissioner of Indian Affairs' orders concerning the cutting of their hair, and had told them that we had no right to do it, etc. Imagine, if you will, our positionimmediately on the edge of a lofty precipice, and only an icy and snowy trail, where but one could go at a time. I feared that if we tried to go down they would make a rush and push us over the precipice. It was fifty against seven (two having gone on with the children). considering a moment, I ordered all to advance and drive We did so, and after some scuffling the Indians wavered and fell back to their village. turned and quietly proceeded down to the school. afternoon I sent the ten children to Keams Canyon, and the next day I secured twelve extra policemen. The next morning we proceeded to the village and arrested seventeen of the mob and started them to the canyon. I then had the town crier call out from the housetops that if the people would take their children down to the day school I would not take any more to Keams Canyon The result was that thirty-six children were taken down voluntarily by the children's parents, making forty-six children secured. They also promised that their children would attend every day, and I think that they will. There are 491 children at this agency in

school, being 100 per cent. of the children of school age. I have the seventeen prisoners here and will give them a fair trial. Some of the worst ones should be imprisoned off the reservation. Two of them are old offenders, having been taken prisoners by General Corbin many years ago and taken to Alcatraz Island, in the Pacific.

# The Letter and the Spirit.

By ELIZABETH FERGUSON SEAT, Norwood, Cincinnati, O.

Miss Coleman was a thoro teacher of the text-book; it was a well-known fact that the old books of the "F" grade were worthless at the secondhand book store, and at the depots of free distribution as well. But every grade pupil hated school with a passion that was enthusiastic, and some of the observing parents said that the children were never able to image the facts that she taught them. She never made them see or even encouraged them to look for the living object behind the symbol. Miss Coleman always insisted that there was no poetry in teaching. The morning that the new boy entered the grade was bleak; the February skies were leaden; the atmosphere of the school was gray and the black gown of the the teacher only intensified the shadows. At his quiet entrance the children of "Group B" looked up from their spelling words uneasily. Something forbidden was taking place! Wasn't somebody admitting a stray sunbeam, or a reflection of the rich colors of last October's woods? No, indeed! It was only Cyrus Moore's red head and blue eyes that caused the atmospheric vibra-tions. They stared at him curiously; he was a strange boy who belonged to the new doctor's family. He returned their stare frankly and sat down at a vacant

Group A was reciting geography; the books were closed and laid in an orderly heap upon the teacher's desk. There was a big globe in the corner, but the dust lay thick upon its surface. It could be rotated upon its axis after the manner of the earth, but nobody ever experimented with it. There were no relief maps in sight, but a large flat map hung upon the rear wall. The winds howled past the windows, but no one told these students of the earth's surface that these noisy forces were the mighty Cold Currents, victorious for a time over their rivals, the Life-Giving Equatorials. There was an icebound brook in the ravine behind the school, but the grade had never guessed that it furnished the clue to the annoying water-sheds, river basins, river systems, islands, capes, peninsulas, detritus-deposits, and other geographical miscellany which seemed utterly meaningless. A boy at the end of the row of desks was naming the oceans: "Artic, Anartic, P'cific, 'Lantic, an—"

In the pause that ensued, the new boy cried excitedly: "I know oceans! I've seen one, and"—a far-away expression came into his blue eyes, and his voice grew dreamy,—"once I was crossing over in a big ship, and we came to a little island, and there were caves in it, and a big mountain that was all blazing and smoking, so that it nearly fell over into the water!"

While Cyrus was regaining his breath, the children stared at him with fascinated eyes. The teacher looked stern: "How long has it been since you crossed the sea, Cyrus?" She knew that the Moores had lived all their lives in the next village, and had never been near the sea. The child had simply imagined the whole of the story.

The little boy looked puzzled for a moment, and then replied: "Oh, why, Mr. Andrew our teacher went first and he saw the island and the mountain, and then I went!"

He had followed the teacher's travels so intently, seeing all that he saw, that he had come to believe that he had really seen for himself, the things described.

The number work was placed upon the board, and the "A" group took up their pencils apprehensively; number work was the worst dragon that made its lair by the side of the road to knowledge. The teacher sent the new boy to the board. "I'd like to see what you know," she

said kindly, "you may make your own problems."

Cyrus took a green crayon from a box upon the table, and going to the board began to draw leaves of various shapes and sizes whose like may or may not have grown among the flora of the earth. When he had made seventeen, he took up an eraser, and faced the teacher: "I made seventeen green leaves, he said slowly and impressively, and a big wind came up and blew nine of them away! Then I had eight of them left." As he talked, with a single stroke of the eraser he swept away the lost leaves.

The children gazed at him admiringly; he recited the smallest fact in a manner so earnest and convincing that one would have to listen to him for the very truth's sake. There was a flavor of magic about his knowledge that awakened something of the feelings with which the men of old regarded those who saw visions and dreamed

All thru the morning the new boy was alert; he added a touch of reality, a vital interest, to every phase of school work. From his childish standpoint things were often distorted, magnified, but they were always real. Even the teacher, bound and weakened by forms that every teacher must perhaps employ, stirred uneasily; a dream voice of old whispered to her "The letter killeth, but the spirit giveth life."

# Illustrated Myths at School.

The Three Bears.

By GLADYS WILLIAMS, St. Louis.

To introduce supplementary reading in my first grade class, and that the little ones could have something new outside of their regular reader it was suggested to me to have them read for themselves that much-loved story of "The Three Bears." So one morning, unexpectedly to the children, three bears appeared on the blackboard, standing hand in hand, a mamma, papa, and baby, very respectable, peaceable-looking bears, you may be sure, and yet exciting no end of interest in the children.

Then the story was written on the board, using words that they were familiar with, helping them to recognize readily the same words in a new story. So pleased were the children that the bear story was read only as a reward for good reading, from their regular reader.

By having one sight reading a day it increased their power to recognize words, secured good attention and expression, besides holding their interest.

After we had read the whole story from the blackboard (a portion written each day) a little boy shyly suggested that he could "growl just like a real bear." Thereupon we one and all growled long and ferociously.

From this bright idea we turned our room into a forest and had the wonderful bears' house with three tables, bowls of milk, spoons, chairs, and beds of different sizes improvised from our school furnishings,—for instance, we used one of our small chairs for baby bear, and two large chairs of different sizes for mama and papa bear. For the beds we used two small chairs with seats touching for baby bear's bed and large chairs for the other two beds. My desk for the table, with three boxes of different sizes for bowls, and three pencils for spoons.

Now, that our stage setting was complete, we chose our Golden Locks and three bears. All the little first readers had a chance to personate Golden Locks and the three bears. It mattered little who performed the leading parts, for each and everyone was, to us, a "Star" of world wide fame. How proud Reinhold was to be chosen as the first papa bear, since he was the largest boy of the class; and how fiercely and with what a paternal air he guarded little black-eyed Emma, who was our baby bear; and with what a pretry motherly grace our Rosa said, "Never mind, Baby Bruin, you shall have some of mother's porridge." We had talked so much about the habits of the black bear, told so many stories, looked at so many pictures, that, when they were asked if they would like to learn some songs about bears, they were charmed

with the thought. When the eventful day arrived, for we had decided to have a parents' day, we partly sung and partly told the story, making a little operetta of our

and party told the story, making a little operetta of our former reading lessons that proved so interesting. While reading the story, we cut "The Three Bears" and their beds, chairs, bowls, and tables, house, and even Golden Locks. These we mounted and tied together, calling them "Our Bear Book." Everything that was cut was drawn on the blackboard and slates for busy work. A few lines of the story were copied each day for a writing lesson, and these were corrected each day.

The invitations were written by the children in their scrawly little way, and read:

The Three Bears.

At Home.

2 to 3 o'clock.

Friday Afternoon. Clayton School.

THE THREE BEARS Dramatis Personæ.

Papa Bear, Mama Bear, Baby Bear, Golden Locks, Small Girl Blue-eyed Girl.

For our "At Home" we borrowed three bowls, spoons of different sizes, and sheets to make our beds more lifelike; but the rest of the bears' house was as usual, using small and large chairs, seats touching for beds.

Position: Three bears saunter around one part of the room, taking their constitutional. Golden Locks walks about the room and goes thru the motion of gathering flowers.

OPENING SONG.

" Peanut Song." College Song Book. All children sing.

Once upon a time there was a little girl,
Her name was Golden Locks,
Shall I tell you about this dear little girl
Whose name was Golden Locks?

Chorus:—1. Her eyes were blue as the sky,
2. And she was just so high,
3. Her cheeks were like the red, red rose.
Her cheeks were like the rose.

4. To gather some flowers our Golden Locks
Went into the woods one day,
On, on in the path walked our Golden Locks,
She had gone a very long way.

Chorus:—1. Her eyes were blue as the sky,
2. And she was just so high,
3. Her cheeks were like the red, red rose,
Her cheeks were like the rose.

At last she came to a nice little house
With a door that said "come in,"

5. She peeped in as quiet as a dear little mouse,
Thru the door that said "come in."

GESTURES FOR ABOVE SONG:

1. All children touch eyes with their index fingers.

Mama bear recites:

2. Who has been sitting in my chair?

Baby bear recites:-

3. Who has been sitting in my chair and broken it all down?

All recite:-

4. Now the bears went into the next room.

Papa bear recites:-

Somebody has been tasting of my porridge.

Mama bear recites:-

Somebody has been tasting of my porridge.

Baby bear recites:

Somebody has been tasting of my porridge and eaten it all up!

Mama bear recites:-

Never mind, Baby Bruin, you shall have some of mother's porridge.

All recite:

5. Then the bears went upstairs. The papa bear looked into his room and growled in a very rough voice. Papa bear recites:

Somebody has been lying on my bed!

All recite:

Mama bear looked into her room and growled in rather a loud voice.

Mama bear recites:-

Somebody has been lying on my bed!

Baby bear looked into her room and cried.

Baby bear recites:

6. Somebody has been lying on my bed and there she goes!

7. SONG FOR THE WHOLE ROOM.

(Air Good Night Ladies. - College Song Book.)

8. Run away, Golden Locks, Run away, Golden Locks, Run away, Golden Locks, Or the bears will catch you now.

Chorus:-

Run away, oh, run away, Run away, run away, Run away, oh, run away Thru the dark, dark woods.

Run away, Golden Locks, Run away, Golden Locks, Run away, Golden Locks

9. And come to our house no more.

Chorus:-

Run away, oh, run away, Run away, run away, Run away, oh, run away, Thru the dark, dark woods.

Run home, Golden Locks, Run home, Golden Locks, Run home, Golden Locks, 11. And disobey no more.

Chorus:-

Run away, oh, run away, Run away, run away, Run away, oh, run away, And disobey no more.

GESTURES.

1. Papa bear looks at his chair and growls in a loud voice.

2. Mama bear does same.

Baby bear does same.

4. Three bears walk to the table where their repast is spread and recite their parts.

5. Three bears go on to their beds and recite their parts.

6. Baby bear points at Golden Locks, who awakens when the bears talk near her and starts to run away. She runs clear around the room, the bears following.

The whole room sing. 8. Golden Locks runs lightly, bears follow slowly and clumsily.

9. Three bears stand still and sing the line by themselves.

10. Golden Locks runs into the wardrobe, or out of sight, to represent having reached her own home.

11. Three bears sing this line very slowly by them-

COPPON NOTICE STATES

#### Terrors of Popular Science,

Microbes in the snow drift Melting in the street; Microbes in the clothing

Of strangers that you meet; Microbes in the street car, Hiding in each nook-

Microbes in your money, And microbes in your book.

Microbes in the hydrant, Microbes in the well:

Perhaps you can avoid them, But it's mighty hard to tell;

Let us all be joyful, There's no excuse to fret;

We must confess we're lucky

That they haven't caught us yet. -Washington Evening Star-

# The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING APRIL 18, 1903.

## Duties of State Superintendents.

It is difficult to realize that only a few years since, very little weight was laid upon the professional qualifications of teachers and superintendents. The demand for expert school supervision is, in fact, so new that several cities have not yet heard of it and are content to trudge along behind the procession. Now Wisconsin comes forward with a bill demanding that the state superintendent of public instruction shall be a school man and possess certain well-defined qualifications deemed necessary for the proper conduct of his important office. All honor to the Badger state. It was the first to recognize the need of properly trained institute instructors, and has pointed the way in several other directions where the good of public education demanded improvements. The day of the political state superintendent is nearing its end. The provisions of the bill now before the Wisconsin legislature are so reasonable that they must appeal to the good sense of other states as suggestions for properly protecting the state superintendency from the unholy hands of the spoils politician. Here is the text of the

No person shall be eligible to the office of state superintendent of public instruction, who shall not, at the time of his election thereto, have taught or supervised teaching in the state of Wisconsin, for a period of not less than five years, and who shall not, at such time, hold the highest grade of certificate which the state superintendent is by law grade of certificate which the state superintendent is by law empowered to issue. He shall, within twenty days after he receives notice of his election, and before entering upon the duties of his office, take and subscribe the constitutional oath of office, which shall be filed in the office of the secretary of

state.

He shall have general supervision over the common schools of the state, and it shall be his duty:

To ascertain, so far as practicable, the conditions of the public schools of the state; to stimulate interest in education; to spread as widely as possible, thru public addresses, bulletins, and by conferences with school officers, teachers, and parents, a knowledge of methods which may be employed to introduce desirable improvements in the organization, respectively.

to introduce desirable improvements in the organization, government, and instruction of the schools.

To prohibit the use of sectarian books and sectarian instruction in the public schools; to advise in the selection of books for school district libraries; to prepare as often as he shall deem necessary, a list of books suitable for school district libraries, and furnish copies of such lists to each town, village, or city clerk, or secretary of the board of education, and to each county or city superintendent, from which lists the above designated officers shall select and purchase books for use in the school libraries of the state.

To attend such educational meetings, and make such investigations as he may deem important, and such as may enable him to obtain information relating to the different systems of common schools in the United States, said information to be embodied in his biennial report to the state legislature.

mation to be embodied in his biennial report to the state legislature.

To endeavor to arouse an intelligent interest among the people of the state in the general subject of industrial and commercial education, including manual training, agriculture, and domestic science, and to awaken and educate public sentiment for the suitable introduction of these subjects into the public schools, and to make such inspection and investigation as may be necessary for an intelligent supervision of the work therein.

To exercise general supervision over the establishment and

the work therein.

To exercise general supervision over the establishment and management of county schools of agriculture and domestic science, manual training schools, county training schools for teachers, and the day schools for the deaf; to advise with the principals and local authorities thereof and to formulate courses of study for such schools; to embody in his biennial report or in special bulletins or circulars such statements, suggestions, and statistics as he may deem useful and for the information of the public.

suggestions, and statistics as he may deem useful and for the information of the public.

To revise, codify, and edit the school laws from time to time, as circumstances may make necessary, and by lectures, circulars, correspondence, and public addresses, give the public information bearing upon the different systems of school organization and management, provided by law in this

state; to prescribe rules and regulations for the management of school district libraries, and the penalty which may be imposed by district boards for any violation thereof; to pre-pare for the use of school officers suitable forms for making pare for the use of school officers suitable forms for making reports and conducting various proceedings necessary to the proper conduct of annual and special meetings; to prepare and publish from time to time, as occasion may require, courses of study for ungraded, state graded, and free high schools, with such comments and instructions as may be deemed essential for an intelligent understanding thereof on the part of the school officers, teachers, and others interested; to compile, edit, and distribute to the schools annually, in pamphlet form, matter adapted to and suitable for the intelligent observance of Arbor and Bird day and of Memorial day; the printing of reports, pamphlets, and circulars, published for any and all of these purposes, to be done by the state printer at the expense of the state.

To examine and determine all appeals, which by law may be made to him according to the rules regulating such matters, and to prescribe rules of practice in respect thereto, not inconsistent with law.

To collect in his office such school books, apparatus, maps,

To collect in his office such school books, apparatus, maps, and charts, as may be obtained without expense to the state; to purchase at an expense not exceeding one hundred and fifty dollars in any one year, to be paid out of the state treasury, works and periodicals bearing upon the different phases of education.

To apportion and distribute the school fund income as pro-

vided by law.

To make copies when required by any person so to do, of any papers deposited or filed in his office, and of any act or decision made by him, and to certify the same, provided he may demand therefore twelve cents per folio, which fee shall be paid into the state treasury.

To prepare in each even numbered year a report, to be delivered by him to the governor on or before the thirty-first delivered by him to the governor on or before the thirty-first day of December, containing an abstract of all the common school reports received by him from the several county and city superintendents; a statement of the condition of the common schools, the state graded schools, the city graded schools, the free high schools and independent high schools, the manual training schools, the schools established for the purpose of giving instruction in agriculture and domestic science, the county training schools for teachers, the day schools for the deaf, the state normal schools and the state university, and such other schools as may be hereafter established by law; statements of the receipts and disbursements of all school moneys; plans for the improvement and better management and organization of all common and other schools; a statement of his official visits to educational institutions of any kind, and of the work done by the different inspectors and officers provided for by law, and employed by him in the performance of the duties of the office, for the biennial period; all such other matters relating to his office and the school system of the state, as he shall deem expedient to publish. ent to publish.

ent to publish.

To exercise supervision over the teachers' institutes held in the different counties of the state, and with the advice and consent of the institute committee of the board of regents of normal schools, publish from time to time, a syllabus and outline of work suitable to be done therein.

To hold at least one convention annually at a convenient and accessible point in the state, for the purpose of consulting and advising with the county superintendents in regard to the supervision and management of the public schools.

To perform all other duties imposed upon him by law.

The state superintendent shall receive an annual salary of five thousand dollars.

Sections 164 and 166, chapter 11, of the Wisconsin statutes.

Sections 164 and 166, chapter 11, of the Wisconsin statutes for 1898, and all other acts or parts of acts conflicting with the provisions of this act, are hereby repealed.

This act shall take effect and be in force from and after

its passage and publication.

#### COO N

#### State Pensions.

The justice of providing annuities for teachers who have grown old and feeble in the harness is more generally understood than ever before. The discussion now turns almost wholly about plans and the fixing of responsibility for them. The localities which have solved this matter to their own satisfaction are worthy of all commendation. But the matter ought not to rest here. Pensioning should be made a state concern. Why should a teacher, who has spent his best strength in a country school, have all his years of labor count for nothing on being promoted to a larger school system? The state as a whole is benefited, and reduction of the anxieties of its teachers is also in its own interest. There ought to be settled a minimum pension to which all teachers in the state shall be entitled on their retirement, and the state

itself ought to shoulder the responsibility for its payment. Furthermore, provision should be made for enabling the retired teachers to live according to the station they occupied in the closing years of their career. There need be no danger of making teaching too attractive. If a citizen considers the emoluments held out to teachers too liberal he merely reveals his need of education regarding the teacher's work and its value to the state. This value may be figured out to him in dollars and cents by the increased earning capacity of the educated men and women of the state, if no other than hard, economic facts will persuade him. The broader-minded, cultured tax-payers will yield to more elevated arguments. It must be a poor stick of a citizen, who, because he happens to know only two or three teachers, whose qualifications and devotion to their work are not satisfactory to him, is opposed to having justice extended to any of the workers in the schools of the state.

If the state educational associations were really representative organizations, thru which the teachers of the state could voice their needs and wishes, there ought to be no difficulty in getting the campaign for state annuities under way. Meanwhile, let the aim be kept in mind, and a good word spoken for it whenever an occasion presents itself. By searching for pension rulings much good argument may be gathered in several states for demonstrating that the principle of state responsibility has already been recognized in isolated instances. Thus, a recent pension award in New Jersey might be worked into a telling argument for state control in the providing of annuities for teachers in that state. The School Journal invites discussions of the problems involved. Room will gladly be made for them in the department of letters.

# The C. C. N. Y. Presidency.

The friends of the College of the City of New York are still far from united as to the most desirable man to choose for the presidency of the institution. Some there are who believe that City Supt. William H. Maxwell would be the most satisfactory choice. In point of scholarship combined with a forceful character and remarkable executive power, he certainly has no equal among the men whose names we have heard mentioned thus far. He has done a splendid work for the gigantic school system under his control. His influence has been felt in every nook and cranny of it. His health and strength have been heavily taxed by the unintermittent strain of his present position, and the college presidency may appear all the more attractive because there is less wear and tear connected with it. Associate Supt. George S. Davis would no doubt succeed him in the city superintendency, and the policy pursued at present would continue essentially unchanged. However, Dr. Maxwell himself has not yet voiced his own wishes in the matter, and it may be that the presidency does not appeal to him as strongly as his friends believed it might. Moreover, there are others whose election might be more unanimously favored by the trustees.

The newspapers have it that the election will take place next week, and that it will go to Dr. John Huston Finley, professor of politics at Princeton. Dr. Finley has many admirable qualities, and his experience as president of Knox college, at Galesburg, Illinois, his alma mater, gives him a decided advantage over most of the other candidates. He is a man of broad culture and a remarkable grasp of economic and political problems. He was at one time connected with the Review of Reviews and later was editor of McClure's Magazine.

There is considerable justice in their plea. Other things being equal, a C. C. N. Y. man should certainly be given the preference, one who has kept in touch with his alma mater, and is in hearty sympathy with the best traditions of the institution. The college might be made the best in the country. It all depends upon the man at the head. Who shall he be?

## Millionaire Poverty.

New Jersey has the distinction of being the home of a millionaire who could afford to build a stable at a cost of \$50,000, a pig pen for \$7,000, and feel so miserably poor as a result that his conscience compels him to prevent the building of a much needed modern school-house, to escape the tax the building may cost him. The story is briefly this. The school-house of the district of which Chatham is the center, burned down some time ago, and an election was called to vote upon a proposition to build a new school large enough to accommodate all the children and supply the most necessary improvements in ventilation and sanitation. The principal opposition came from Florham park, a borough whose votes are controlled by H. McK. Twombley, a millionaire related by marriage to the Vanderbilts. All the employees of this gentleman were given a vacation to cast their vote against the improved building. It is hard to believe that in these days of enlightenment there should be men of wealth of the disposition of Mr. Twombley, who would rather build palaces for horses and pigs than take part in the upbuilding of the people's schools. These men ought to consider it a privilege to be permitted to lend a hand in the support of the one institution from which the nation derives its strength, and which is largely influential in shaping the nation's destinies. We feel sorry for the man who does not yet realize this. He lacks much of the American spirit.

## Sight of London School Children.

Eight oculists, under the charge of the London school board, have made tests of the eyesight of the London school children. In these tests an individual was taken as having normal vision who distinguished separately objects subtending an angle of one minute. In testing, the ability to recognize certain letters nine millimeters square from a distance of twenty feet was the standard The conclusions reached by the inspectors as to the visual conditions in the schools were: The percentage with normal vision increases with every year of age and standard of advance during school life, reaching eighty per cent. with the highest grade; ten per cent. all thru school life have bad vision; this remains about a constant proportion; the greater part of the defective vision is due to slight defect which gives imperfect, but fair, vision, due probably both to mental and ocular conditions, and of greatest importance educationally in the first half of school life; very bad visual acuity, due to accident, disease, and probably, also, to spasm and myopia, is met with in a small proportion, increasing regularly from 1.5 per cent. to 3.5 per cent. thru the grades. SPA

The national bureau of education has arranged for a novel exhibit at the St. Louis exposition, to consist of photographs of every school in each of a large number of counties scattered all over the country. The exhibit is designed to represent the actual condition of the schools of the United States, the features of the teachers and their pupils, their clothing, the buildings, etc. In all there will be about two thousand pictures. In order that these may illustrate all phases in the school work of the country, some of the counties chosen will include cities where there are many schools.

Other features of the exhibit will be a history of the courses of study in colleges in pre-Revolutionary times, and maps giving comparative state statistics.

In some of the towns in Silesia every pupil in the public schools has his teeth examined once a year. To make sure that the examination is properly made, the pupil receives a card with his name and the date of the examination. The condition of the teeth and how many have been filled or extracted at the time of the examination are noted. On the back of the card are directions for the care of the teeth.

## The Busy World.

A complimentary dinner was recently given for Andrew J. Stone, the Arctic explorer, at the American Museum of Natural History. The collections that Mr. Stone has brought back from Arctic America in the last two years were on exhibition. These aggregate 1,500 mammals, of which several are new, and more than 300 birds.

A large Alaskan moose stood in the center of the hall, surrounded by the skins and antlers of nearly twenty more. Among the caribou were thirteen of the Grastii, a unique example of the Stoneii, and fourteen specimens of the new Osbornii. There were seventeen Dall's sheep, fifteen Konai sheep, and fourteen Stone's sheep. Among the bears were several grizzlies. A large model of the Arctic regions, with the course of Mr. Stone's travels clearly indicated, occupied a prominent place in the ex-

Photography has come to play an important part in many lines, but in none is it more prominent than in government work. Practically every executive department in Washington has its official photographer whose work consists in the preparation of illustrations for government publications; the recording of phases of botanical and zoological life, or the physical characteristics of various regions. Fortifications, ordnance, uniforms, and so on are faithfully reproduced by the photographer of the war department, and the negatives and prints are filed for future reference. Vessels under construction or being repaired, marine apparatus, armament, and uniforms are similarly reproduced for the navy department. A variety of subjects, ranging from the artificial culture of the tuberculosis bacillus to the latest improvement in scientifically bred corn, from the surra-infected horse of the Philippines, to the latest forest improvements in the Adirondacks, are similarly recorded by the agricultural department. But the most important work that the camera does at Washington is the perpetuation of government records. All important papers are now photographed. Where papers are not of great moment as many as a dozen are reproduced on a single negative. This is of great service in preventing the accumulation of tons of old papers. A negative which occupies cubic inches may thus contain papers which would occupy cubic vards. This system also obviates errors which are sure to occur where papers are copied. All the negatives are carefully filed and indexed. Thus when a certain paper is wanted it is an easy matter to secure an accurate copy from the negative.

#### The Illiteracy Question.

Tennessee has, according to the census of 1900, 365,537 native white voters, of whom 51,688 cannot read and write. These figures mean that there are more than fourteen native white voters in Tennessee out of every one hundred who cannot read the ballots they vote. There are twenty-nine counties in Tennessee in which the number of illiterate native white voters is in excess of twenty out of every one hundred. (Twelfth Census,

Vol. 1, Table 92, p. 970, et seq.)
Virginia has 290,294 native white voters, of whom 35,327 cannot read and write.

North Carolina has 286,812 native white voters, of whom 54,334 cannot read and write.

South Carolina has 127,396 native white voters, of whom 15,711 are illiterate.

Georgia has 270,789 native white voters, of whom

32,082 are illiterate. Louisiana has 152,538 native white voters, of whom

25,801 are illiterate. Alabama has 224,212 native white voters, of whom

30,966 are illiterate. Florida has 68,237 native white voters, of whom 5,666

are illiterate. Mississippi has 145,815 native white voters, of whom 11,846 are illiterate.

Arkansas has 218,319 native white voters, of whom 22,995 are illiterate.

Texas has 514.188 native white voters, of whom 30.017 are illiterate.

#### Carnegie Fund Limitation.

The trustees of the Carnegie fund of Scotland are making the conditions, on which they will pay students' fees, somewhat stringent. At their second annual meeting it was announced that, in the future, each beneficiary will be asked to send in a report of his work at the close of the year; he must refund the fee of any class in which he has failed to obtain a satisfactory certificate; he must pass the ordinary examinations of the university within a reasonable time, and he must, in applying for the payment of a fee of attendance upon a second course of lectures on the same subject, state his reason for requiring such re-attendance. The trustees paid over 40,000 pounds in students' fees during 1902. The scholarships are confined to graduates of Scottish universities and are intended to afford opportunities for higher study and research and to enable the holders to qualify for the fellowships, which will be given as rewards for original work. Both scholars and fellows are ordinarily expected to devote the whole of their time to the purposes for which they were appointed, and each fellow is supposed to prepare a memoir on the results of his work. Further grants in aid of special research will be made in the fu-

#### Studies for Social Service.

At the request of Miss Helen Miller Gould the American Institute of Social Service is to send abroad Dr. W. H. Tolman, the noted economist, to study industrial and social conditions in Europe. Dr. Tolman will spend the summer abroad in study of movements for social betterment and the institutions that show the trend of human progress and the industries. A photographer will secure pictures to illustrate the most notable and typical achievements in social betterment in each city. In this way the American Institute is to be made a point of contact, thru which systematic and accurate knowledge of present-day problems in Europe can be brought to the people in America.

A comparative study of the English system of municipal activity for parks, playgrounds, model tenements, baths, schools, and care of the poor, will be made thruout Great Britain.

The studies in Ireland are to be planned by Horace Plunkett, president of the department of agriculture and technical instruction. Mr Plunkett has promised co-operation in enabling Dr. Tolman to secure the working details, with photographs of co-operative buying, dairying, and banking.

## Amercan Exports.

The growth in the exportation of manufactures from the United States and their distribution to various countries is discussed in a recent report of the treasury bureau of statistics. It shows the exportations of manufactures in each year from 1790 to the present time,

#### THE SCHOOL JOURNAL.

#### NEW YORK, CHICAGO, and BOSTON,

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Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870 it is in its 52rd year. Subscription price, \$2 a year. Like other professional journals The School Journal is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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and their distribution, country by country, and article by article, in each year from 1892 to 1902.

The exportation of manufactures grew from \$1,243,547 in 1790, to \$17,580,456 in 1850, \$102,856,015 in 1880, \$151,102,376 in 1890, and \$403,641,401 in 1902.

In 1790 manufactures formed 6.15 per cent. of the total domestic exports; 13.03 per cent. in 1850; 12.48 per cent. in 1880; 17.87 per cent. in 1890; and 29.77 per cent. in 1902. This shows that the exports of manufactures are increasing much more rapidly than those of other great classes of exports. This growth in the exportation of manufactures is especially marked in the period since 1895. In that year the total exports of manufactures amounted to \$183,595,743, a gain of \$81,000,000 in the fifteen years between 1880 and 1895. In the eight years from 1895 to 1903 the increase was \$220,000,000.

The statements concerning distribution of the manufactures exported, show also some striking and interesting facts. They show, for example, that practically one-half of the manufactures from the United States go to Europe, and that the exportation of manufactures to Europe has grown from \$76,000,000 in 1892 to \$197,000,-000 in 1902. To North America, other than the United States, the exports of manufactures have grown from \$33,000,000 in 1892 to \$100,000,000 in 1902, of which

\$54,000,000 worth went to British North America.
British territory, including both the United Kingdom and its colonies, takes one-half of the manufactures exported from the United States.

#### Origin of Petroleum.

President E. Coste, of the Canadian Mining Institute, believes that the great petroleum deposits of the world are of volcanic origin. The theory held by geologists generally is that the petroleum has arisen directly from the decomposition of organic remains, animal and vege-Mr. Coste holds that this theory is untenable. He calls attention to the fact that no such process is at present under way; that all organic decomposition of animal material is so rapid and complete that there is no opportunity for the entombment of anything but bones in sedimentary rocks; that as the oil deposits of the lower Silurian limestone of Ohio and of other fields are below the carboniferous beds, and as it is generally admitted by geologists that previous to the latter age there was very little vegetable life on the earth, the enormous deposits could not have arisen from organic remains, because there were few organisms at that time, and, finally, that if petroleum were due to the destructive distillation of coal, there would be no coal beds, all having long ago been transformed into petroleum and a coallike residue.

#### 6883A Coming Meetings.

Coming Meetings.

April 22-24.—San Luis, Cal., Teachers' Institute; Frederic P. Johnson, superintendent.
April 22-24.—Eastern Art Teachers' Association at Washington, and Baltimore Prof. Alfred V. Churchill, president.
April 22-27.—Southern Educational Conference, at Richmond, Va. Dr. A. B. Forwell, Hampton, Va., secretary.
April 24-25.—Western Nebraska Educational Association, at North Platte.
April 25.—New Jersey High School Teachers' Association, at Newark. W. A. Wetzel, president; Cornelia E. MacMullen, East Orange, secretary.
April 28—May 1.—Florida State Colored Teachers' Association, at Ocala.
May 1-2.—District Educational Association of Kentucky, at Bowling Green.
May 2.—Massachusetts High School and Classical Teachers' Association, at Cambridge. William F. Bradbury, secretary.
June 24-26.—Kentucky Educational Association, at Maysville, Supt. John Morris, Covington, president; W. H. Mc-Connell, Smithfields, secretary.
June 30—July 2.—Ohio State Teachers' Association, at Put-in-Bay.
June 30-July 2.—Pennsylvania State Educational Association, at Wilkesbarre. Supt. Addison L. Jones, West Chester, president.
July 6-10.—National Educational Association, at Boston, Mass. Irwin Shepard, Winona, Minn . secretary.

July 6-10.—National Educational Association, at Boston, Mass. Irwin Shepard, Winona, Minn , secretary.

## Letters.

#### The Children's Court.

The city established last year a special court for youth, and it became necessary for me to attend it lately. I have before been obliged to take a boy to the police court and always regretted when this had to be done; but we cannot allow a school to be the scene of a defiance of or-

On this visit I was pleased with the apparent distinction made that children were before the court; the judge seemed to realize that the boys were not hardened criminals; but persons venturing out of the prescribed paths. In all cases the question was asked, "What is his previous record?" And here questions of attendance at And here questions of attendance at school and the behavior there would be asked. If it was shown that the boy had been discharged for disobedience that would weigh heavily against him.

In one case a boy was charged with carrying off a piece of lead pipe from a basement, being repaired, and he had for a witness in his behalf his teacher in the public school he attended, who could say he had always behaved well, and had his lessons and was regular in attendance. The judge asked, "Would you believe that he would rob a house of lead pipe?" "It would require strong evidence, sir," was the reply. He was discharged with the admonition, "Your name is now on our books; if you are brought here again, we shall believe this charge; therefore, go with great care; leave all opportunities for getting things that belong to others alone, no matter if you go hungry.

One could not but be impressed with the fact that many of the crimes charged were common boys had nothing to do for several hours of the day. This many of the crimes charged were committed because the the judge attended to. The question was asked, do you do after school and in the evening?" In a it was stated that they "went around." This In all cases This has a meaning that can only be rightly interpreted by one who has been in the streets in the afternoon and evening. Cannot shops of any kind be opened and trades taught for an hour or two during the day?

This question suggests many more. There has been a complaint by Superintendent Maxwell that some pupils work too much at home. It is the opinion of those who know that some sort of home work is the salvation of most boys. But the great desideratum is a sympathy by the teacher with the pupils in their home life; this THE-JOURNAL has frequently and ably attended to, and for which it deserves thanks. W. LEE BENEDICT.

New York.

#### COO N How Many to Graduate.

The article on "Interest in School News" in The School Journal of March 7, struck me very forcibly. Our school boards would raise a tremendous howl if five per cent. in the A class of any room should fail to pass a creditable examination.

We give especial attention to the slow pupils of a class and at the same time make the lessons interesting to the quicker pupils. We seldom have a failure. It is true, I give special instruction to one or two pupils nearly every day after four o'clock. But is not this our business?

How many, in an enrollment of thirty, should complete a high school course every year? or what is the average to graduate every year from the high school enrollment thruout the country, and especially thru New Jersey, Pennsylvania, and New York? This is a subject that especially interests me at present. If any School JOURNAL reader will be kind enough to answer my inquiries I shall be indebted to him.

New Jersey.

Humors of all kinds are prolific of worse troubles. They may be entirely expelled by a thoro course of Hood's Sarsa-

# The Educational Outlook.

#### No Prizes Wanted.

The Principals' Association of Chicago has presented a report to the board of education asking for the abolition of all prizes to pupils. The reasons for this request are:

While the prospect of a prize has no effect upon the class as a whole, it acts as a spur to the few who need rather a curb.

The prospect of a prize at the end of the year makes necessary the keeping of very minute records, thus taking the time and strength of the teacher from the work she is engaged to do, namely, teaching.

It tends to awaken the spirit of envy and jealousy among those near the head of the class, making what should be their happiest days filled with bitterness and

#### The Unification Bells.

The senate committee on public educa-The senate committee on public educa-tion gave a hearing on April 9 on the unification bills. No definite action was taken by the committee for reporting the bills to the legislature. State Supt. Charles R. Skinner and Deputy Supt. Ainsworth appeared in opposition to the bills, while St. Clair McKelway and Pliny

T. Sexton were present to favor them.
"The remedy for this disturbance,"
Supt. Skinner said, "is simple, direct, and
effective. True unification will never Supt. Skinner said, "is simple, direct, and effective. True unification will never come until the legislature draws a clean line of demarcation between tax-supported schools and those which are not so supported, giving to each department certain definite duties and holding it responsible for them. You can never have any other plan of harmonious unification unless you tear the public school system of the state to pieces from its foundation." foundation.

#### School and Home Environments.

"What Home Environment will Best Harmonize with Modern Ideals of Educa-tion" was the subject of a recent address by Supt. E. P. Dutton, of the Horace Mann school. Mr. Dutton said that the mann school. Mr. Dutton said that the relation of the home to the school had been inverted, and that the home looked to the school for the training of the child. In general, he placed the school above the home. He deplored the arrangement of many homes in which children are brought up declaring that the dren are brought up, declaring that they hinder the physical and, in many cases, the mental and moral development of the

"There is no apartment house in New York city," he said, "in which there is a plan for giving the occupants fresh air except thru the windows. It is necessary to copy more after the manner in which the schools are arranged and equipped. I have visited the schools in various states in which was manifested what we call good taste in decoration, where the walls were tinted so that the color was agreea-ble, where pictures of a high standard ble, where pictures of a high standard were hung on the walls, excellent reproductions of works of art. In order to make the home come up to this high standard, impressive things must be there, works of true art, harmonious surroundings that will mold the character of the child. The artistic taste employed in home decoration in New York is not up to that in the public schools of the city. In the schools the very best books are to that in the public schools of the city. In the schools the very best books are placed so that the pupils can easily reach them, and it should be the same way in the home. Potentially the day schools have a great chance for exerting ethical and religious influences. The foundation of character is laid in the schools. The homes are not doing as much now as they used in this respect. There are too many diverting influences.

at fault that the parents have is that of delegating the work of training their children to other people. At present the child obeys the teachers better than it child obeys the teachers better than it does its own parents. Parents should make it an object to send to school children fit to associate with the other children, and school authorities should demand this. The parents should seek to cultivate in their children respect for the rights of others. They do not realize the value of personality in the home and the personal control of their children."

#### Life too Strenuous.

President Taylor, of Vassar college, in a recent lecture in Rochester, deplored the haste of the present age in its effect on liberal education. "The drive and hurry of modern life have added much to the material phase of existence," he said. "Whether they have added the same to the moral and the spiritual side same to the moral and the spiritual side of life may well be questioned. It may be that the fussing and fret of the time have resulted in a lessening of the values placed upon the more unobtrusive phases of life to-day. It may seem that we have forgotten that it is by gradual approaches that manhood and character are formed. In the realy of education, ideas and In the realm of education, ideas and methods feel the influence of this spirit, and in considering education the spirit of the age must be borne in mind."

#### Social Engineering.

"Social engineering is a new profession," said Dr. W. H. Tolman, of the American Institute of Social Science, at a recent meeting of the Mount Holyoke Alumnæ Association. "Fortunately it is not a profession confined to one sex. The engineer may be either a man or a woman. It is engineering for the benefit of the people. The business of the social engineer is the initiation and supervision of all sorts of movements that will improve the conditions of the wage earner. The need for such a profession came with the increasing movement for social better-

"The social engineer, to be fitted for his profession, must make a comparative study of the social and industrial condi-tions of the world, have a knowledge based on actual experience, must deal with facts, not theories."

#### Dorchester of the South.

Among the interesting Southern instiattoning devoted to the education of the negroes is Dorchester academy, which recently celebrated its thirtieth anniversary. This academy is located in the country four miles east of McIntosh, in Liberty county, in the black belt of southeast Covering Hore in accompanier. Georgia. Here in a community east Georgia. Here in a community composed entirely of negroes, with little chance to come in contact with the outside world, the American Missionary Association opened a little school thirty years ago. At that time there was not a single person in the county who could read a letter, but the people were anxious to have their children educated. Some of the pupils walked eight miles a day to attend the school. Even to-day the tuition attend the school. Even to-day the tuition is largely paid in rice, potatoes, eggs, fowls, and other products of the farm. The community has greatly improved, and the influence of the school is seen in the improved houses and lives of the people. They are becoming thrifty and intelligent ple. The telligent.

The progress of the school in its thirty years of life has been marked. It now owns thirty acres of land, several buildings

"The home in relation to benefits to which include a chapel, recitation rooms, the child does not equal the school. The dormitor es, barns, and workshops. Many trouble is that the home program is less of these were built by the students themorganized than the school plan. One selves. The academy is the supplier of which include a chapel, recreation rooms, dormitories, barns, and workshops. Many of these were built by the students themselves. The academy is the supplier of teachers for Liberty as well as the adjacent counties, and hundreds of preachers, doctors, mechanics, and home-makers besides aftest the humanitarism influence of sides attest the humanitarian influence of the institution.

## New England.

CHESTER, CONN.—Mr. Edwin H. Johnson, superintendent of schools here, died on March 31. He had been in Chester since 1899. Mr. Johnson was a graduate of Colgate university. and he had taught for ten years before he came to Chester. After teaching a short time in Western New York, he became principal of the high school at Oliver, Ga., remaining there for three years; then he was principal of the graded school at Middletown Springs, Vt., and then of the schools at Essex Vt., and then of the schools at Essex Junction, Vt.

CAMBRIDGE, MASS. — Prof. Henry Barker Hill, director of the chemical laboratory of Harvard university, died on April 6, after an illness of about two weeks. He was a Harvard graduate, class of 1869, and he had been director of the laboratory since the death of Prof. J. P. Cooke. He was an authority upon organic chemistry, and at his funeral, on the 7th, President Eliot said that he was one of the small group of American chemists whose work is recognized in Europe as fully recognized in Europe as fully as at

DURHAM, N. H.—Now that the school of practical agriculture in Poughkeepsie, N. ;Y., has been closed, Mr. R. Fulton Cutting, who last fall made an unsuccessful attempt to push the school, has pro-posed to transfer the work to the New Hampshire college. He would have the instruction in practical agriculture combined with the college.

The Connecticut Agricultural college, at Storrs, will hold a summer session from July 6 to July 28, for teachers and others interested in nature and country life. Work will be done in ornithology, entomology, geology, botany, floriculture, landscape gardening and forestry, fruit and vegetable growing, and sanitary dairying. The school has a delightful leasting truition and room rent age free. The Connecticut Agricultural college. dairying. The school has a delightful location; tuition and room rent are free, and the instruction is of the best.

Columbia university has purchase couldnot an inversity has purchased several hundred acres of land at Morris, Conn., where it has a summer school, for the engineering department. Two dormitories are to be erected there this coming summer. According to the plans and specifications of Prof. Earl B. Lovell, of Columbia, the buildings are to be 36x-76 feet, two stories high and of forty rooms each, with halls running thru the middle. Later a chapel and bath-house will be built.

The trustees of the famous Dow academy at Franconia, N. H., have made an appeal for \$2,000 to provide seats, scientific apparatus, books, and other essentials for equipment. The main building of the academy was burned last winter, but plans for the new structure are already practically 'completed. The insurance on the old building was \$10,000 and the town of Franconia has pledged \$4,500 for the new one. for the new one.

The diary of John Quincy Adams, written while he was a student in the office of Theophilus Parsons, of Newburyport, Mass., has been edited by his grandson, Charles Francis Adams, and will be published by Little, Brown &

Company, Boston, this spring, under the title "Life in a New England Town, 1787-1788.

Special courses in jurisprudence, international law and polity, and Roman law, will be given at Boston university next year. The work will aim to prepare the student for usefulness in public and private life, and particularly in relation to the new duties in foreign service as a result of the recent growth of this country. The courses will be under the direction of Dr. Theodore P. Ion, at present professor of llaw at the Catholic university at Washington, Horace N. Fisher, the Chilian consul in Boston, and Alonzo R. Weed, of the Boston University Law school.

#### Vermont Schoolmasters' Club.

Vermont Schoolmasters' Club.

The semi-annual meeting of the Vermont Schoolmasters' club was held at Burlington, April 3. Theodore Henckels, of Middlebury college, spoke on "The Fundamental Meaning of the Public School and its Scope;" State Supt. Walter E. Ranger discussed "School Education in New Vermont;" Prin. Isaac Thomas, of the Edmunds high school on "The Relationship Between School and College;" Prof. L. R. Jones, of the University of Vermont, on "Response for the Colleges," and Supt. C. H. Dempsey, of St. Johnsbury, on Practical Problems." A report of the superintendents' meeting at Cincinnati was given by Supt. C. L. Simmons, of Bennington. Prin. P. H. Leavenworth, of the Castleton Normal school." It was voted to have the masters of

of the late Principal Edward Conant, of the Randolph Normal school."
It was voted to have the masters of the secondary schools in Vermont repre-sented in the secondary school depart-ment of the N. E. A. at Boston, and the following delegates were elected: Prin. Isaac Thomas, of Burlington; Prin. N. J. Whitehill, of White River Junction, and Prin. A. C. Cole, of Craftsbury.

#### Connecticut School Appropriations.

The Connecticut senate has appropriated \$1,240,000 for school expenses in that state for the next two years, and \$17,800 for the management of the school fund. The item for the support of the common schools is \$985,500, and for the normal schools \$140,000. For the payment of expenses of special agents to enforce the laws relating to the employment of children, and laws relating to attendance at school the sum of \$15,000 is assigned. School libraries and apparatus received \$15,000. The amount authorized for the payment of the tuition of children in high schools is \$30,000. Evening schools are to have \$5,000. The Connecticut senate has appropri-

### A New Industrial School.

BRIDGEPORT, CONN.—A meeting of the incorporators of the Ratcliffe Hicks Industrial and Educational institute will be held here on April 14, to elect a board of trustees and effect an organization. The trustees and effect an organization. The institution has been incorporated by the legislature and will be located in the town of Tolland. Mr. Hicks is a native of Tolland, and he proposes to expend a large fund in developing the institution. He says, "It is my idea to plan this school after the more successful manual schools in the United States, and to fit every boy and girl for some useful, remunerative occupation or trade, such as engineering, surveying, architecture, bookkeeping, typewriting, and so on. In this town of Tolland, I hope to found an institution to which the youth of both sexes, without any religious distinctions, may be invited to come and fit themselves for the arduous struggles and the varied responsibilities of life."

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## The Metropolitan District.

The committee on supplies has held a intendent of public instruction." Pro-The committee on supplies has held a hearing on the proposition for the direct delivery of books from the publishers to the schools. The representatives of the book concerns generally favor the plan, provided no greater responsibility would attach to their firms for the delivery of the text-books. It seems probable that the text-books. It seems probable that the direct delivery system will be

The Morris County Teachers' Association will hold its spring meeting at Morristown, N. J., on April 18 in the Maple avenue school. The program will include addresses on "The Prevention of Waste in the School-Room," by Supt. William M. Swingle, of Orange, and on "Arnold of Rugby," by Prof. Leon C. Prince, of Dickinson college, Carlisle, Pa.

Mayor Low, thru a letter to Pres. Henry A. Rogers, of the board of education, has asked the board to provide for special exercises to be held in every public school in Greater New York, on May 26. This day will be the 250th anniversary of the grant of municipal government to the city of New Amsterdam.

The supreme court of New Jersey has handed down an opinion which sustains the constitutionality of the general school law of the state. The decision was in a

the constitutionality of the general school law of the state. The decision was in a Hoboken case, bringing up for review a proposed bond issue for the erection of a new school-house. The law was attacked on the ground of its unconstitutionality. The court holds that the classification for which the act provides is constitutional. The decision is important outside Hoboken, for Trenton and other cities have been unable to dispose of school bonds pending the determination of this case. For several years the legislature has been trying to get a general school law that would stand the test of constitutionality, but heretofore without success. but heretofore without success.

Students and graduates of the School of Pedagogy, New York university, will meet on Saturday afternoon, April 25, at meet on Saturday afternoon, April 25, at Washington square, for the purpose of honoring the memory of the late Dean Edward R. Shaw. Dr. William T. Harris, United States commissioner of education will deliver an address on "Education in the United States." A portrait of Dr. Shaw will be presented to the university.

The Educational Alliance will hold its The Educational Alliance will note its annual art exhibition on April 17, 18, and 19. In connection with this exhibition, there are to be shown examples of handicraft of the neighborhood. Jewish antiquities, brasses, coppers, metal, and handwork of all kinds, will be exhibited.

Dean James E. Russell, of Teachers College, has announced that the formal dedication of the Speyer school in Law-rence twell take place on April 23 at 4 o'clock.

At the memorial exercises for the late principal, William B. Friedberg, held at P. S. No. 19, eulogistic addresses were made by Dr. Anthony Bassler, chairman of the local school board of the eighth district, District Supt. Edward W. Stitt, and Charles De F. Hoxie.

#### Bill for Amending Charter.

At the request of the local principals, At the request of the local principals, Senator Dowling has introduced in the state legislature a bill amending section 1093 of the charter in many particulars. It strikes out the provision requiring a majority vote of all of the members of the board to dismiss a teacher, and substitutes a vote of three-fourths of all the the board to dismiss a teacher, and substitutes a vote of three-fourths of all the members. The bill removes from the section the words: "And the decision of the board shall be final, except as to matters in relation to which, under the general school laws of the state, an appeal may be taken to the state superintendent of public instruction." Provision is also made for the summoning of witness by inserting the following: "And the accused shall have the right to be represented by counsel, and to summon witnesses in his behalf."

The bill adds to the section an entirely

new provision requiring suits for re-in-statement to be brought within four months from the time the board takes action. It reads:

Any proceeding brought to review such proceeding or to secure the restoration or reinstatement of any person suspended or reinstatement of any person suspended or dismissed must be brought within four months after the decision or order sought to be reviewed and must be placed upon the calendar by the party instituting the same for hearing for a term not later than the second term after the filing of the answer or return in said proceedings and of service of notice of said filing upon the party instituting said proceedings. In and of service of notice of said hing upon the party instituting said proceedings. In defense whereof said proceedings may be dismissed for want of prosecution unless the court for cause therein shall other-

#### Deserved Honors to Supt. Davey.

At a general meeting of the teachers, principals, and supervisors of the East Orange. N. J., public schools on April 6, Supt. Vernon L. Davey was presented with a loving cup in commemoration of the twenty-fifth anniversary of his educational work in East Orange. Addresses were made by Prin. Edward H. Dutcher, of the Eastern school, and Dr. John Crowell, secretary of the board of education. The inscription on the cup reads: "Presented to Superintendent Vernon L. Davey, by the teachers of East Orange, N. J., as a token of respect and esteem, 1878-1903."

Superintendent Davey became principal of the Eastern school in East Orange in 1878. The teaching force in the town then numbered twenty-four, distributed over three school districts. In 1890 the schools were consolidated, and Mr. Davey was were consolidated, and Mr. Davey was made superintendent. Since that time the educational work has increased greatly. The staff now includes 120 teachers, and in twelve years the attendance has doubled. Recently Superintendent Davey was re-engaged by the board of education for the next five years. Mr. Davey is well known as an educator. He is a member of many educational associations and he has served as president of the New York Schoolmasters' Club. Club

#### Maxwell on the Stevens Bill.

City Supt. Maxwell has made public the following letter to State Supt. Skin-ner, in which he condemns the Stevens which seeks to unify the state edu-

cational system:

Dear Mr. Skinner:—The Stevens bill, as I understand it, wipes the state department of public instruction out of existence and transfers the powers and duties of that department to the regents of the University of New York.

University of New York.

In the past, the work of the regents and the work of the department of public instruction have both been highly effective in promoting education and in supplementing local effort. I say this freely and unreservedly, even the I have frequently had occasion to criticise adversely setting of both the regents and the state. actions of both the regents and the state superintendent. There is, undoubtedly, superintendent. There is, undoubtedly, however, a strong sentiment at the present time in favor of a unification of the two bureaus. My own judgment in the matter is not now nearly so strong in favor of a unification as it was some years ago. However this may be, I am strongly of the opinion that if unification is to come it should come only after the most careful inquiry and deliberation. I am, therefore, opposed to the Stevens bill. It seems to have been struck off in the heat of passion. It would abolish by fiat of the legislature a great department that has done noble service in the cause of public education. It makes no provision for the conservation under the regents of the powers and duties of the state superintendent, which have accumulated thru a long series of years, mulated thru a long series of years, partly by precedent and partly by legislative enactment, which have become essential to the well-being of the public schools, and which cannot be disturbed without corrieve interests. without serious injury to the whole public school system. Hasty and ill-considered legislation on educational matters such as that proposed cannot be too severely condemned. WILLIAM H. MAXWELL, City Superintendent.

#### Meeting of High School Teachers.

The fifteenth semi-annual meeting of the New Jersey High School Teachers' Association will be held in the public library building of Newark, on Saturday, April 25, at 9:30 A.M. The program includes addresses by Dr. John Huston Finley, professor of politics at Princeton university and editor of McCluve's Maga-Finley, professor of politics at Princeton university and editor of McClure's Magazine; Dr. James Sullivan, of the New York High School of Commerce, on "The Articulation of the College Work in History with that of the Secondary Schools;" Sarah A. Dynes, Trenton State Normal school, on "The Articulation of the Secondary School Work in History with that of the Grammar Schools," and B. E. Brooks, of the East Orange High school, on "The Bibliography of History for Secondary Schools."

#### Sewing and Cooking Examinations.

written examination of applicants A written examination of applicants for licenses as teachers of sewing in elementary schools will be held on Supt. 21. Each applicant must have the following qualifications: Graduation from a satisfactory high school or institution of equal or higher rank, or an equivalent academic training or the passing of an academic training or the passing of an academic examination, the completion of a satis-factory course of professional training of at least two years in sewing; one year of experience in teaching sewing or three years' experience as a class teacher, years' experience as a class teacher, teaching sewing a satisfactory portion of the time, which three years may be in-clusive of the years devoted to professional

training.

The written examination will be upon illustrative drawing and drafting of pat-terns; textile manufacture, practical sewing as represented in given models; educational principles as applied in the teaching of sewing; methods of instruction, discipline, and class management. The oral examination will include a practical test of methods with a class in sewing.

sewing. sewing.

The examination of applicants for licenses as teachers of cooking in elementary schools will be held on Oct 5. Each applicant must have one of the following qualifications: Graduation from a satisfactory high school or institution of equal or higher rank, or an equivalent academic training, or the passing of an academic examination, and the completion of a satisfactory course of profesacademic examination, and the comple-tion of a satisfactory course of profes-sional training of at least two years in cooking; graduation from a college course recognized by the regents of the Univer-sity of the State of New York, which

sity of the State of New York, which includes satisfactory courses in the principles of education and in cooking.

The written examination will be upon the chemistry of foods and of cooking, physiology and hygiene and food values, physics of heat, principles and practice of cooking, methods of instruction and class management. The oral examination will include a practical test with a class in cooking. class in cooking.

### Here and There.

The New Jersey legislature has passed a bill which authorizes the state board of education to select a site for a new state normal school for which \$300,000 is approeducation to select a site for a new state normal school for which \$300,000 is appro-

State Attorney-General Webb, of California, has rendered an official opinion declaring the use of the Bible in the pub-lic schools unconstitutional. Reading the Scriptures at the opening exercises even is barred.

The school teachers of Philadelphia are The school teachers of Philadelphia are to raise a fund for the purchase of a memorial to Lewis Elkin, creator of the Elkin fund. It will be remembered that Mr. Elkin bequeathed \$1,500,000 for an annuity fund for aged and disabled women teachers who have taught for twenty-five years in the public schools of the city. The memorial will probably take the form of a window in the Normal school. school.

The Wisconsin legislature has passed a bill fixing the salary of the state super-intendent at \$5,000 a year, commencing with January, 1903.

Among the school bills passed by the Washington legislature was one which provides that teachers, principals, and superintendents who make false reports, must forfeit their certificates. This is aimed at those who make false reports in regard to attendance.

Andrew Carnegie has written to Presi-Andrew Carnegie has written to President Schurman, of Cornell university, asking to be allowed to pay all bills incurred by the students on account of sickness during the recent epidemic at Ithaca. It is Mr. Carnegie's desire to place each student who has been ill in precisely the same pecuniary condition as that which he occupied at the outbreak of the epidemic. The gift is applicable of the epidemic. The gift is applicable to all sick students, those who withdrew from the university as well as those who remained at Ithaca

The twenty-fifth annual convention of the Music Teachers' National Association will be held at Asheville, N. C., June 30,

The New Jersey State Teachers' Association is working vigorously to get the legislature to have the Teachers' Retirement fund administered at public expense. The committee on legislation is circulating printed reports showing the condition of the fund at present and urging the legislature to take action.

The public schools of Maryland celebrated Arbor day on April 3. The ob-servance of the day was gratifyingly wide, and the number of trees and shrubs planted large.

HAMILTON, OHIO. - Oxford college has been obliged to close its doors on account of an epidemic of German measles among the students. There have been more than 125 cases.

All penmen point to Platt R. Spencer, the founder of Spencerian penmanship, as the father of penmanship. About ten years ago a move was made toward erecting a memorial library in honor of Mr. Spencer at his old home, Geneva, Ohio. The sum of \$5,000 and about 3,000 volumes of books are now in charge of a board of trustees at this place, where the ground on which the library is to be built has been donated. The drawings, calling for a \$30,000 structure, have also been for a \$30,000 structure, have also been made. A committee of the Federation of Commercial Teachers, has been appointed to devise means to carry out the enter-prise. The committee consists of C. P. Zaner, Columbus, O., chairman; C. C. Lister, Baltimore, Md., secretary; W. F. Giessmann, Des Moines, Ia.; G. W.

The parliamentary secretary of the English board of education has introduced a London education bill in the house of commons. The bill abolishes altogether the present school board and makes the London county council the supreme authority in both elementary and secondary education. The county council is to be assisted by an educational committee numbering ninety-seven, made up of members of the county council, borough members of the county council, borough council, experts and women. Sir Henry Campbell-Bannerman, the Liberal leader, has characterized the bill as "contrary to common sense and public interest and an offense to those believing in popular government."

In pursuance of the plan of the Carnegie institution to establish a labora-tory for the study of plant life peculiar to the desert regions of America, a site has been selected near Tuscon, Arizona. It comprises sixty acres of land on the crest of a mountain. A small adobe building is to be erected, which will be divided into a large and a small labora-tory, store-room, work-room, library, and office.

State Supt. Dayhoff, of Kansas, was recently asked to determine the weighty question as to whether a school board can compel a teacher to start fires with corn cobs. In the rural district of Clay count cops. In the rural district of Clay county a young woman teacher, who builds the fires as a part of her duties, refused to use the corn cobs which had been furnished by the board. She demanded patent kindling, and failing, to get it, locked the doors of the school-house and went home.

Margaret Floy Washburn has been apointed professor of philosophy at Vassar ollege. At present she is assistant procollege. conlege. At present see is assistant pro-fessor of psychology at the University of Cincinnati. She has been professor of psychology and ethics at Wells college, and dean of Sage college at Cornell.

Señor Corea, the Nicaraguan minister, has arranged to have fifteen young men come from that country to study at agri-cultural colleges in the United States.

A report has been widely circulated in Nebraska that John D. Rockefeller is to endow the University of Nebraska in the sum of \$666,000, provided the state will appropriate an amount sufficient to make the total endowment \$1,000,000.

Mr. Francis T. White, of New York, several months ago, offered to Earlham college, Richmond, Va., \$25,000 as an addition to the endowment fund, provided enough more was raised to pay off all the indebtedness. The time limit has expired once, but has been extended by Mr. White to May 1, and vigorous efforts are being put forth to raise the necessary amount of money.

Dr. William R. Brooks, director of Smith observatory and professor of as-tronomy in Hobart college, has been awarded the Comet medal of the Astronomical Society of the Pacific for the dis-covery of his twenty-third comet.

The next session of the Alabama Educational Association will be held at Birmingham, June 16 to 18 inclusive.

Supt. E. G. Cooley, of Chicago, is to visit Eastern schools to get data for the equipment of the new manual training school in that city.

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The Schuylkill County, Pennsylvania, Taxpayers' Association, assisted by several large coal companies, has drawn up a complaint against about sixty school directors, charging them with taxing school teachers, accepting bribes, and using their offices to further their own nurroses.

purposes.

Detectives who have been working on the matter for some time state that they have secured sufficient evidence to prove the corruption of the directors. They say that in many of the townships the directors dismissed women teachers whose relatives were not members of the Miners' Union, and replaced them with the daughters of union men.

The annual meeting of the Council of Education of New Jersey was held at Newark on April 10 and 11. "Reformatory Agencies and Influences in the Public School System, State, County, and Municipal," was discussed by Supts. W. E. Chancellor, H. W. Foster, E. C. Sherman, and A. B. Meredith. "Salaries and the Cost of Living" was discussed by Principals F. H. Hanson, J. W. Kennedy, and D. B. Corson.

The publication of the scientific results of Sven Hedin's great three-year journey thru Central Asia in a manner worthy of the importance of the work is now well assured. Owing to the liberality of the Swedish Riksdag, means have been provided to produce an atlas in two volumes and a report of the geography of the countries explored. There will, also, be several volumes devoted to the astronomical, geological, botanical, and zoölogical collections, and Chinese manuscripts and inscriptions.

To protect his estate from molestation by boys who attend school in a building adjoining his property at Lakeville, L. I., William K. Vanderbilt is trying to have the school-house removed. He has asked the board of education to sell him the property and agrees to defray the expenses of moving the building and buying a suitable site.

The noise of the pupils annoys him, and, besides, they trample down his vegetatables and flowers.

Two Quaker colleges of importance change presidents this spring, and both of them get men who represent modern and progressive Quakerism. Earlham college, at Richmond, Ind., has, for nineteen years, had for its president Joseph John Mills. The new president of Earlham is Robert L. Kelly. Wilmington college, in Ohio, has had for president James B. Unthank, who is succeeded by Albert J. Brown, of Indianapolis.

Prof. Ernst A. Eggers, head of the department of German at the Ohio State university, recently committed suicide. He had taught in several Michigan high schools before coming to the university in 1882. He leaves a widow and two children.

Prof. Nathaniel Schmidt, of the department of Semitic languages and litererature at Cornell, has been appointed director of the American School of Archæology at Jerusalem. He will accept, leaving Cornell permanently in June, 1904.

Because of the typhoid fever epidemic at Ithaca, President Schurman, of Cornell, has arranged with President Raymond, of Union college, that such Cornell students as so desire may take the spring-term work at Union.

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account of the important part of the history of the United States. As a supplementary reader in the history classes, and as a patriotic reader also, the book has peculiar value. The novelty of its plan and its inspiring tone are sure to make it popular.

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The summer session of the Emerson College of Oratory will be held from July 7 to August 1. A practical and comprehensive course is provided arranged especially for the benefit of those who are unable to pursue a regular course at the college. The work includes classes in evolution of expression, reading, physical culture, voice culture, study of Shakespeare and general English literature, with advanced courses for those who have already completed the introductory work.

The American Institute of Normal Methods will hold its thirteenth annual summer session at the New England Conservatory of Music from July 14 to July 31. The institute is a school of methods, devoted to giving special teachers' courses in public school music work and drawing, with detailed practical demonstrations.

There will be necession of the summer.

There will be no session of the summer school of Wesleyan university this year, owing to the absence of Professors Atwater and Conn.

# Courses at the Harvard Summer School.

School.

In view of the fact that the N. E. A. is to meet in Boston, the Harvard Summer school will offer some twenty-five new courses for the coming session. This is a gain over last year at about fifty per cent. In the ancient and modern languages the gain is in literature as compared with language and composition courses. For instance, there are courses for teachers in Homer and Virgil. To the relatively large list of the department of English a course on the literature of the seventeenth century is added and a course in argumentation is offered. In both French and German there are two new literary courses. Roman history and civil government are to be offered.

course in argumentation is offered. In both French and German there are two new literary courses. Roman history and civil government are to be offered.

In the department of education there are these new subjects: "The Applications of Psychology to Education," "Zoölogy and Botany for Teachers," "Equipment and Methods of a Teacher in History;" in the department of mathematics, "The Theory of Functions;" in the department of physics, two courses; in the department of chemistry, two courses—one in organic chemistry and the other in special research. New work is also offered in geology and physical education.

william E. Griffis, who has produced several readable works on Holland, has undertaken the task of supplying a history of that land of dikes and windmills, which will be serviceable for young readers. Houghton, Mifflin & Company publish this "Young People's History of Holland," with illustrations which include a number of reproductions of historical paintings.

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Society of Christian Endeavor, Denver, 1903.

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Landor, the poet, says in one of his sweet little sonnets: "We are what suns, and winds, and waters make us;" but unfortunately suns will scorch, winds will roughen, and waters will not remove the injurious effects of the other two upon the lovely complexion of the fairer sex. For ages chemists have tried to distil from herbs and minerals an elixir of beauty but they have failed, and it was left to modern times to find a cosmetic which should remove every speck and blemish, and leave a soft and pearly loveliness upon the roughest skin. Gouraud's Oriental Cream does this, and, while so perfectly harmless that spring water is not more so, it has a magic influence upon the complexion which cannot be over-estimated or believed until realized. To our lady readers we simply says and water is a second of the says and the says are says and the says are says and the says and the says and the says are says and the says are says are says and the says are says and the says are says are says and the says are says are says and says are says are says are says are ized. To our lady readers we simply say, would you be as lovely as kindly Nature intended? Then use the Oriental Cream.

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